

Language Policy of J.I. Case High School

Philosophy of Language

We believe that language is a conveyance through which learning happens. Language includes oral, written, and visual communication. To this end, every teacher is responsible for facilitating on-going language acquisition and development. So too is the responsibility shared with administration, parents, and students to support language acquisition, ensuring that all students use English, the language in which we deliver curriculum in all subjects, except Language B, responsibly.

Beyond curriculum, we believe that language development is critical for the development of confidence and self-esteem. We also believe that each student brings to school varied and unique linguistic experiences, and we value these and are committed to supporting students' need in English as well as their mother tongue language. We understand that all students analyze, comprehend, and progress in language at a different pace but developing a fluency in the language of instruction is the end goal for all students at J.I. Case High School.

We also believe that all students should have the opportunity to experience learning a Language B, second language, which enriches personal growth and provides them with a significant experience in international education and assists in facilitating international-mindedness. To this end, it is through new language acquisition and the proper use of English, the language of instruction, that students will develop the necessary skills to live the Learner Profile and fulfill the IB mission statement.

Language Profile

At J.I. Case High School, it is our belief that all students can learn, develop, grow and fulfill their potential in an international environment which is student-centered, safe, nurturing, and rich with opportunities to learn through language. Our diversity continues to represent many nationalities and languages, primarily English speaking but clearly ours is representative of our community at large. Our population of almost 2,000 students can be profiled into the following categories:

- English only background students with no Language B proficiency
- English only background students with minimal Language B exposure through limited middle school experience and some Language B in years 9-12
- Mother tongue only (ELL) who enter school and receive support in English acquisition
- Bilingual Hispanic, Asian, Middle Eastern, African, and European students who have acquired both languages simultaneously since birth
- Bilingual Hispanic, Asian, Middle Eastern, African, and European students who parents speak little or no English but who are English proficient as a result of attending school

Language A

J.I. Case High School adheres to the IB Diploma Programme's Language A requirement by offering English A1 HL in concurrence over the junior and senior years. To better help prepare underclassmen, we offer an Introductory IB English American Literature to our sophomores. The curriculum for this course requires greater rigor than our Districtwide Sophomore Advanced College Prep English and is aligned with the assessment criterion for our DP English A1 HL, both written and oral.

Language B

All IB Diploma candidates must take one subject from Group 2, where we offer Language B Standard Level and Ab initio in French, German, and Spanish. These students are required to take a minimum of four years of a Language B (Ab initio is for those students who enter with no prior second language as freshmen) to five years of Language B (this is for students who have had prior middle school Language B for two years), whereupon they are eligible to take a Language B SL IB exam. For students reaching the sixth year of a Language B, Youth Options, a program offered through the Racine Unified School District to students who academically exceed our course offerings, entitles the student to attend the University of Wisconsin-Parkside at a cost to the District to extend their second language learning experience and earn college credit. We are also now offering for the first time Virtual School Learning in Language B to extend the language options for students online. Virtual learning is offered at levels 1, 2, and 3 in Mandarin and in Spanish.

Mother Tongue Support

We acknowledge the importance of a student's mother tongue in promoting the student's development and cultural world view. Honoring our students' mother tongues promotes personal identity and helps them to maintain their cultural heritage. Although we have no formal support for the preservation and development of a person's mother tongue, other than in our Language B program, we do offer support through our Wisconsin Department of Public Instruction's second, non-English, language policy for ELL courses, our counseling department for tutorial identification, our International Club, AFS, and the Rotary Club International. Parents are encouraged to maintain and arrange for mother tongue support through tutoring and/or outside cultural organizations vital to our diverse community. Such supporting organizations include Catholic Charities, neighborhood community centers, the Spanish Center of Racine, Kenosha, and Walworth Counties, as well as numerous churches, temples and mosques in southeastern Wisconsin whose members are formed by a cross section of nationalities who make up Racine and southeast Wisconsin's diverse population (Spanish, Jewish, Muslim, Sikh, Greek, Slavic, Korean, Chinese, etc.).

AFS and Rotary International Exchange students whose English is limited do not participate in ELL classes and take on all advanced coursework, including DP courses. The instructors of these students are encouraged to work collaboratively with the ELL staff to provide them with the appropriate scaffolding for support. The students are encouraged by their instructors to look up information in their own language in order to better understand it in English (bilingual dictionary possession). They are asked to keep a glossary of subject specific words in both English and their mother tongue to enhance their learning. Their success after a school year at J.I. Case High School is in many ways through the honoring of their culture, their language, and their growth in subjects taught in English, which most master quite beautifully. This is as beneficial to them as it is to our staff and students by enhancing our international-mindedness.

Racine Unified School District Policy

A. Entry Criteria

State Statute

According to Wisconsin State Statute Chapter 115, Subchapter VII, limited English proficient students (English Language Learner: ELL) means “a student whose ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty, as defined by rule by the state superintendent (Chapter PI-13, Wisconsin Administrative Code), in performing ordinary class work in English as a result of such limited English language ability.”

Identification of Bilingual/ESL Program Eligible Students

Racine Unified School District has a procedure in place for identifying limited English proficient and/or Spanish dominant students to assure that they receive effective and appropriate instructional services to comply with Chapter PI-13.06. The Enrollment, Testing, and Assessment Center, as part of the Bilingual Multicultural Education, coordinates the RUSD efforts to comply with the Office for Civil Rights: “all principals must identify potentially limited English proficient students to the Enrollment, Testing and Assessment Center.”

Home Language Survey/Screening

Upon enrollment, all parents or guardians complete a home language survey at the Enrollment, Testing, and Assessment Center at the RUSD Administrative Service Center to determine language background, place of birth, previous education, etc. If there is a language other than English in the student’s background, consideration is given as to whether a testing instrument is appropriate and/or as to whether a Bilingual or ESL placement is appropriate (PI-13.06). A student takes the W-APT screener (WIDA ACCESS Placement Test) as a screening tool for appropriate language level and placement. If the student is a linguistically diverse, a score in the range of 1-5 determines if he or she is eligible for both ESL and/or Bilingual services. A student whose mother tongue is in a non-Spanish language, such as Korean, who

scores in the 1-5 range on the WIDA ACCESS Placement Test is eligible for ESL, English as a Second Language, based on the limited English proficiency status. Parent permission is required for entry into the designated language program.

B. Classification of LEP (ELL) Status and Program Placement

Initial Designation of LEP Status

All students who are suspected of being an ELL, shall be given the W-APT regardless of linguistic ability (i.e., students who do not understand or speak English would score and be designated as a level 1). The W-APT is an adaptive test of language proficiency. LEP designations will be assigned at an informal level utilizing the W-APT until the formal annual English proficiency assessment is administered.

The definitions of the five limited-English language proficiency levels, as well as a level 6, of two fully-English language proficiency levels, are from PI 13.08(3)(1)-(6), Wisconsin Administrative Rule. Level 7, the other fully-English language proficiency level, is used for purposes of state reporting/testing.

These levels and definitions are as follows:

Level 1 - *Entering*: Knows and uses minimal social language and minimal academic language with sensory, graphic, and/or interactive support.

Level 2 - *Beginning*: Knows and uses some social English and general academic language with sensory, graphic, and/or interactive support.

Level 3 - *Developing*: Knows and uses social English and some specific academic language with sensory, graphic, and/or interactive support.

Level 4 - *Expanding*: Knows and uses social English and some technical academic language.

Level 5 - *Bridging*: Knows and uses social and academic language working with grade level material.

Level 6 - *Reaching*: Knows and uses social and academic language at the native-like proficiency measured by this test. (This pupil, who was formerly limited-English proficient -- ELL: English Language Learner) will now be considered fully English proficient.

Level 7 - *Fully-English Proficient/Never Limited-English Proficient*: The student was never classified as limited-English proficient (ELL) and does not fit the definition of a limited-English proficient (ELL) student outlined in either state or federal law.

C. Monitoring Student Progress

School staff monitors a newly designated non-LEP student's performance for at least two years from the time of reclassification. A student can also receive first language assistance in content areas as is needed and available. AYAP (Annual Yearly Academic Progress) is measured through AMAO (Annual Measurable Assessment Objectives) based on the ACCESS Test given yearly and individually to each student

in any of the ELL programs (ESL or Bilingual). The Wisconsin State Department of Public Instruction provides a numerical benchmark for students to exit the program.

D. Annual Parent Notification

As a requirement of the Title III English Language Acquisition, Language Enhancement, and Academic Achievement Act of the federal law of *No Child Left Behind*, each year no later than thirty (30) days after the beginning of the school year, ELL Parental Notification Letters are mailed out to parents of students who have recently entered Racine Unified School District and have been screened. These letters will provide much information to parents, such as: the reasons for identification of their child as LEP (ELL) and placement; the child's level of English proficiency; the method of instruction used and other methods available, including differences in goals, content, and languages used; how the program will meet the educational needs and strengths of the child; how the language program will help in acquiring English and meeting academic standards; and, parental rights, detailing the right to remove a child upon request or the option to decline enrollment, program/method of instruction, etc.

Parents/guardians also receive the results of the ACCESS Test (language proficiency test) at the end of May along with a description of the type of ELL programming their child is receiving and any recommendations for programming. Parents are allowed to change or waive the ELL services at any time.

E. Language Proficiency Information:

Records are kept of each student's language proficiency test information, program, reading level, date of transition for reading in the first language to reading in the second language, grades, attendance, and personal data. There is also a screen on the District's SkyWard program that indicates pertinent data for any student classified as LEP or English language learner (ELL). School staff can obtain this information from the student's sub school counselor, the Data Processing school office, and the ELL teaching staff.

Updated November 2016